**RAFT for Unit 4 – Americas *and* Africa (75 pts)**

**Purpose**: The purpose of this assessment is to allow students a creative way to accomplish several goals:

1. Display evidence of their understanding of core knowledge as well as concepts;
2. Develop the skills to create a meaningful and relevant product;
3. Choose an outlet for their creativity while focusing on the goals laid out in the VA SOLs.

**Objective**: This assignment is designed to *build* content knowledge, *enhance* creativity, and *assess* students’ understandings of main ideas and concepts as laid out in the VA SOLs WHI. 10d, 11a, and 11b.

**Summative Assessment Type**: RAFT

|  |  |  |  |
| --- | --- | --- | --- |
| **R**ole | **A**udience | **F**ormat | **T**ask |
| **Time Traveler** | **The future!** | **Time Capsule or Journal** | **Collect artifacts and take notes on different eras in American and African history by *travelling through time.*** |
| **Museum Curator** | **Elementary School Field Trip** | **Showcase** | **Showcase the artwork, buildings, and artifacts of different eras in American and African history *to a group of 4th graders.*** |
| **Director** | **Teen TV Audience** | **Documentary** | **Explore the remains and ruins of different eras in American and African history *making references to pop culture that a teen audience would recognize.*** |
| **Student** | **High School English Teacher** | **Descriptive Essay** | **Write a 1,000 word essay describing the culture and history of Africa and American civilizations *using appropriate grammar, sentence structure, and style.*** |

Students should ***work with a partner*** to complete this assignment. ***Each pair*** should all of the information listed below.

**EACH PAIR should address each of the civilizations listed below:**

* \_\_\_\_Kush, \_\_\_\_Axum, \_\_\_\_Ghana, \_\_\_\_Mali, \_\_\_\_Songhai, and \_\_\_\_Zimbabwe

**IMPORTANT**

* \_\_\_\_Hopewell, \_\_\_\_Pueblo, \_\_\_\_Olmec, \_\_\_\_Mayan, \_\_\_\_Aztec, and \_\_\_\_Incan

**For each civilization you should include the following information:**

|  |  |
| --- | --- |
| * Geography * Time Period * Economy | * Culture * Achievements * Famous People or Places |

**Assessment**: The following is a general **RUBRIC** that will be used for assessing students’ understanding.

**THIS IS HOW YOU WILL BE GRADED!!**

**Role**: Student creates a specific role. **Contextual clues** within the product display a message from a defined **point of view** relevant to the content.

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| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (6) | Acceptable (7) | Strong (8) | Very Strong (10) |
| Peer |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Audience**: Student addresses a specific audience. **Contextual clues** within the product display a **content-relevant** message to a defined audience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Evaluator | Incomplete (0) | Unacceptable (6) | Acceptable (7) | Strong (8) | Very Strong (10) |
| Peer |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Format**: Student chooses a creative format – one that might showcase one of the **student’s strengths**. The product’s format not only **enhances the message** to the intended audience, but is also appropriate for the role and content.

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| Evaluator | Attempted (10) | Unacceptable (14) | Acceptable (18) | Strong (22) | Very Strong (25) |
| Peer |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Accuracy**: Student **identifies and** **explores** all of the essential knowledge laid out in the project description. Content about both **Africa AND the Americas** should be included in the final product.

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| Evaluator | Attempted (10) | Unacceptable (20) | Acceptable (23) | Strong (26) | Very Strong (30) |
| Peer |  |  |  |  |  |
| Teacher |  |  |  |  |  |

**Total Points**: \_\_\_\_\_\_\_\_ / 75

**Comments**: